

# A DETAILED LESSON PLAN IN ENGLISH 4

## I. Objectives

- Identify the proper and common nouns
- Write a short paragraph about their wishes for their birthday
- Share the importance of proper and common nouns for everyday life

*Values Integration:* Giving importance of applying small and capital letters on the beginning of each names/ideas

## II. Subject Matter

Topic: Two Kinds of Nouns (English)

Reference: Language Arts 4 (pages 23-25)

Materials: PowerPoint Presentation (Common and Proper Nouns), Cartolina, White Board Marker and Quiz Sheets

Teaching Methodology: Inductive Method

## III. Procedure

Teacher's Activities	Pupils' Activities
<p><b>A. Opening Activity</b></p> <p><b>1. Prayer</b></p> <p>- "Class, let us stand for our prayer. (Name of the pupil), kindly lead the prayer for today."</p> <p><b>2. Greetings</b></p> <p>- "Good Morning Class!"</p> <p><b>3. Checking of Attendance</b></p> <p>- "Who is absent for today?"</p> <p><b>4. Review</b></p> <p>- "Before we start our lesson for today, do you recall on what you had learned yesterday?"</p> <p>- "What part of speech tells the names of a person, thing, place, events, animal, plants, and any forms of nature?"</p> <p>- "Correct! Give me one example of a name of a Person?"</p> <p>- "Very Good! Give me one example of a name of a thing?"</p> <p>- "Very Good! Give me one example of a name of a place that you visit most?"</p> <p>- "Very Good! Give me one example of a name of an event which is very special for you?"</p> <p>- "When is your birthday?"</p> <p>- "Very Good! Give me three examples of names of animals, plants and other forms of nature?"</p> <p>- "For those who got the correct answer, let's give them a Boom – Boom Clap."</p> <p><b>5. Motivation</b></p> <p>"Class, here's the dialog of Liza and his dad about their visit to her grandparents in Manila. On her way, she sees many things in Manila. This conversation will play only by one boy and one girl only. Who wants to read the conversation of Ben and his dad?"</p> <p>- The teacher will call one boy and one girl in the class.</p> <p><i>Liza: Oh, Daddy, I'm so excited to see Lolo and Lola. I'm also eager to see Manila.</i></p> <p><i>Daddy: There are many places to see in Manila.</i></p> <p><i>Liza: Really? What are those places?</i></p> <p><i>Daddy: On our way, we will pass by Alabang, Sucat, Taguig, Makati and Pasay.</i></p>	<p>- The assigned pupil will go in front of the class and will lead the prayer.</p> <p>- "Good Morning Sir Crysler!"</p> <p>- The secretary will tell the absentee/s for today.</p> <p>- "Yes, Teacher!"</p> <p>- "The Noun teacher."</p> <p>- "Crysler teacher."</p> <p>- "ball point pen teacher."</p> <p>- "SM Tarlac teacher."</p> <p>- "My birthday teacher."</p> <p>- "This coming August 22 teacher."</p> <p>- "Elephant teacher."</p> <p>- "Acacia tree teacher."</p> <p>- "flower teacher."</p> <p>- The pupils will do the Boom – Boom Clap.</p> <p>- The call pupils will go in front to portray their roles in the conversation.</p>

# English 4 Lesson Guide

**M Woodhall**



#### English 4 Lesson Guide:

**Reader's Guide to Periodical Literature Supplement** ,1928      **Readers' Guide to Periodical Literature** ,1916

Author and subject index to a selected list of periodicals not included in the Readers guide and to composite books

**Readers' Guide to Periodical Literature** Anna Lorraine Guthrie,1905 An author subject index to selected general interest periodicals of reference value in libraries      Resources in Education ,1999-10      **Research in Education** ,1973-12

*Resources in Vocational Education* ,1977      Forum ,1980 A journal for the teacher of english outside the United States

**Catalog of Copyright Entries** Library of Congress. Copyright Office,1920      *Problem-posing with Multicultural Children's Literature* Elizabeth P. Quintero,2004 Problem posing with Multicultural Children s Literature documents an ongoing qualitative study of early childhood teachers using a problem posing method with multicultural children s literature Grounded in critical theory the text has been written for use in upper division undergraduate and graduate level classes that study infants toddlers preschoolers kindergartners and students in grades one and two The book uses examples from both early childhood and elementary teacher education students and practicing teachers work as they study critical literacy multicultural children s literature and integrated early childhood curriculum This structure provides insights into guided research in child development cultural and linguistic contexts learning theory strategies for teaching young children family advocacy and all related aspects of early childhood teacher education as the learners move through the activities

**Catalogue of Copyright Entries** ,1920      Catalogue of Title-entries of Books and Other Articles Entered in the Office of the Librarian of Congress, at Washington, Under the Copyright Law ... Wherein the Copyright Has Been Completed by the Deposit of Two Copies in the Office Library of Congress. Copyright Office,1920      **New Directions for Research in L2**

**Writing** S. Ransdell,M.-L. Barbier,2012-12-06 GERT RIJLAARSDAM UniversityofAmsterdam Utrecht University the Netherlands Multilingualism is becoming the default in our global world The present day global citizens use different languages in different situations Apart from their mother tongue they learn languages that give them access to other regions nations and worlds In all countries ofthe European Union for instance at least one foreign lan guage is mandatory in secondary schools Most students are taught English as a for eign language the lingua franca in Europe In large parts of the USA students move from Spanish to English schooling In parts of Canada bilingual education is stan dard In Catalonia Spain children learn Catalanian and Spanish in Hong Kong English and Chinese The smaller the world becomes the more languages are used and learned For writing process research this development into multilingualism entails at least two challenges First ofall studying the relation between writing in L1 and L2 provides an opportunity for collaborative studies in different language settings Second the issue ofgeneralization of findings comes to the fore It becomes evident now that we have unjustly neglected this issue in writing process research We for got to ask whether it is feasible to talk about writing processes in general without referring to the language of the written texts and without taking into account the educational

and linguistic culture in which these texts originate      **Math Trailblazers 2E G4 Teacher Implemenation Guide** ,2003 A  
research based NSF funded K5 mathematics program integrating math science and language arts Includes a Spanish  
translantion of instuctional units      **Social Sciences and Humanities Index** ,1916      Otto E. Miller, Plaintiff-Respondent,  
Against Fred W. Smythe, Defendant-Appellant ,      **Catalogue** State Teachers College at Salem,1922      **Teachers**  
**Monographs** ,1921      **New York Teachers' Monographs** ,1921      *The Expositor and Current Anecdotes* ,1910      **El-Hi**  
**Textbooks & Serials in Print, 2005** ,2005

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